



# CORAL TRIANGLE INITIATIVE

ON CORAL REEFS, FISHERIES AND FOOD SECURITY

## 2<sup>nd</sup> Climate Change Adaptation for Coastal Communities Course and Training of Trainers

Tagaytay City, Philippines | January 31 – February 9, 2012



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[WORKING DRAFT]

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**Cover Photo: Coastal fishing community in the Philippines/ R. Ramos-UP MSI**

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# Contents

1.	INTRODUCTION.....	1
1.1	Background.....	1
1.2	Objectives.....	1
1.3	Participants.....	1
1.4	Methodology.....	1
2.	SUMMARY OF TRAINING PROCEEDINGS.....	2
2.1	Eight-day course on climate change adaptation (CCA) for coastal communities.....	2
2.2	Two-day Training of Trainers.....	15
3.	EVALUATION.....	17
3.1	Eight-day course on CCA for coastal communities   Evaluation results.....	17
3.2	Two-day Training of Trainers   Evaluation results.....	18
4.	ANNEXES.....	19
	ANNEX 1: Training Agenda.....	19
	ANNEX 2: List of Participants and Resource People.....	22
	ANNEX 3: Identified and Prioritized Options (Site: Kudat-Banggi, Malaysia).....	34
	ANNEX 4: Early Action Plan (Site: Kudat-Banggi, Malaysia).....	36
	ANNEX 5: Communications Plan for Malaysian Sites.....	37
	ANNEX 6: Communications Plan for National Government Agencies (NGAs) in the Philippines.....	38
	ANNEX 7: Course Evaluation (Eight-day Course on CCA for Coastal Communities).....	39
	ANNEX 8: Course Evaluation (Two-day Training of Trainers).....	48

## I. INTRODUCTION

### I.1 Background

The Coral Triangle Initiative for Coral Reefs, Fisheries and Food Security (CTI-CFF)'s *Regional Plan of Action* (RPOA) was launched in May 2009 by the six Coral Triangles countries (Indonesia, Malaysia, Papua New Guinea, Philippines, Solomon Islands and Timor-Leste). Goal 4 of the RPOA encourages local government and communities to understand, assess and take action on coastal issues related to climate change. To catalyze regional sharing of knowledge, methods and strategies related to coastal adaptation, the USCTI Support Program in coordination with the CTI Regional Secretariat and the CTI CCA Technical Working Group supported the development, delivery and transfer of a short-course on *Climate Change Adaptation (CCA) for Coastal Communities* for Malaysia and the Philippines.

This training course was developed based upon a similar course that CT6 representatives attended at the Coastal Resources Center at the University of Rhode Island (CRC – URI) and Papua New Guinea. The University of the Philippines Marine Science Institute (UP-MSI), the hub of the CCA Learning Network, was the lead trainer, with support from CRC, the US CTI Support Program Partners, Malaysia, and Australia. UP-MSI will continue working with appropriate institutional leaders in each Coral Triangle country to ensure designated organizations receive relevant technical training and necessary communications skills to adopt and modify the course within their national contexts.

### I.2 Objectives

By the end of the eight-day Course on Climate Change Adaptation for Coastal Communities and two-day Training of Trainers, the following desired results shall have been achieved:

1. National government, local government, and assisting organization teams strengthened to:
  - a. Identify climate change risks and assess adaptation options for critical coastal infrastructure, habitats and vulnerable segments of society (i.e. livelihoods/gender) with links to marine protected area and coastal fisheries management.
  - b. Lead an integrated local early action planning process for CCA (organize a team, conduct a qualitative vulnerability assessment, and use the results for early action planning) and manage CCA programs at the national and sub-national levels
2. Plan developed to conduct a local vulnerability assessment and identify early actions for CCA in one or two priority/demo sites, with a core team and resource needs identified for Malaysia and the Philippines for immediate implementation
3. National resource team (university experts, links with other organizations, NGOs) strengthened to support the national and local actions as the country teams move toward implementation and replication of the curriculum, adaptation planning and implementation actions.
4. Core team of national managers and resource persons from the Malaysia and Philippines strengthened to contribute to regional CTI capacity and future replication and sharing.

The course agenda is found here as Annex 1.

### I.3 Participants

Thirty participants from Malaysia (9) and the Philippines (21) attended the CCA Course. These individuals are mid-level professionals from national and sub-national government, academia and NGOs. They play an advisory, technical support or program design role in the planning and implementation of management activities in coastal areas. Participants are generally engaged in relevant work on specific sites (preferably CTSP-supported areas).

The list of participants and resource people is found in Annex 2.

### I.4 Methodology

Facilitation of the 8-day CCA course and 2-day TOT engendered principles of adult learning, using a combination of lectures and interactive activities that sought to address the participants' learning needs and provide them with immediate options for application. During the CCA course, participants were oriented on a

range of climate change concepts, from basic climate ideas to the development of strategies for climate change adaptation. The TOT focused on communications tools that may be employed to teach these concepts. The CCA course covered eight modules while the TOT included two.

Participants worked in small groups during both the CCA course and TOT. These groups engaged in practice exercises and workshop discussions, finally producing output that may readily be adopted for use on the ground.

To reinforce their role as trainers, participants were primarily responsible for facilitating the energizers over the course of the training.

## 2. SUMMARY OF TRAINING PROCEEDINGS

### 2.1 Eight-day course on climate change adaptation (CCA) for coastal communities

#### Structure

The course was designed to orient participants on concepts and processes underlying climate change adaptation, beginning with basic climate definitions and culminating with how to develop a local early action plan. Various tools and approaches for vulnerability assessment and CCA were introduced, their use demonstrated through interactive games and activities, group exercises and discussions, and a field visit. Related methodologies and studies currently being conducted in the Coral Triangle were also reviewed through case studies and large-group exchanges.

At the beginning of the course, participants were grouped into site-based teams. These teams worked together throughout the entire course, first identifying respective climate-related issues then eventually drafting appropriate adaptation strategies into a local early action plan.

Primary references for the CCA course were *Vulnerability Assessment Tools for Coastal Ecosystems* by UP MSI and its partners; *Climate Change Adaptation Toolkit for Coral Communities in the Coral Triangle* by the USCTI; and *Adapting to Coastal Climate Change: A Guidebook for Development Planners* by USAID and CRC-URI. A majority of the sessions from the 1<sup>st</sup> Regional CCA Training in Papua New Guinea were adopted and modified for this second course. These and several new sessions were organized into eight distinct modules. This training introduced two new modules, *Module 3: Planning for Climate Change Adaptation* and *Module 7: Mainstreaming Adaptation Options*.

**Table 1:** An overview of the eight modules used during the 2<sup>nd</sup> Regional CCA course

MODULE	DESCRIPTION	# OF SESSIONS
<b>1. Basic concepts</b>	This module introduced key terms and concepts associated with climate change, vulnerability assessment, and adaptation. Each team identified climate-related issues in their site, and had an initial conversation on potential adaptation strategies to address these. The module also included a discussion on coastal ecosystems and ecosystem services and how these will be impacted by changes in climate.	4
<b>2. Global to local climate change projections</b>	Module 2 covered global, regional, and national climate projections. A primary reference used for this module was Tool 3 of the USCTI Climate Change Adaptation Toolkit, <i>Regional Climate Information Brief for the Coral Triangle</i> . Local projections were discussed by experts from Malaysia and the Philippines. Participants were also taught how to access climate projection data and how these might be used to inform vulnerability assessment and adaptation planning.	2
<b>3. Planning for climate change adaptation</b>	The module primarily discussed the steps in the standard planning process for climate change, including adaptation assessment, plan development, implementation, mainstreaming, and monitoring and evaluation. Each site team identified basic benchmarks that will assist them in assessing the status of their site-level CCA efforts. In leading up to Module 4, case studies on vulnerability assessment and subsequent actions for adaptation were presented.	2

<b>4. Vulnerability assessments</b>	As an opening for Module 4, a brief review on coastal climate change vulnerability assessments conducted in the Coral Triangle Region was presented. Participants were then introduced to a range of vulnerability assessment tools, including the VA LEAP, ICSEA-C-Change, TURF, and CIVAT. Application of each tool was demonstrated interactively and participants were encouraged to input site data, if possible. These tools feature qualitative (VA-LEAP) and semi-quantitative frameworks (e.g. Coastal Integrity, TURF).	5
<b>5. Field exercises on VA tools (specifically on Coastal Integrity)</b>	In Module 5, participants were taught how to establish and use a beach monitoring program to collect quantitative data on beach change over time. Specifically, two beach monitoring approaches were introduced: (1) the Emery Beach Profiling Method; and (2) shoreline tracing. In this module, it was emphasized that both baseline and long-term monitoring data were critical inputs when conducting a more detailed and quantitative vulnerability assessment on coastal integrity. The module was concluded with a session on data processing.	2
<b>6. Adaptation options</b>	This module oriented the participants on a range of adaptation strategies and actions. It included a discussion on the operational and functional measures that may be undertaken at various governance scales. Participants were taught how to prioritize a suite of combined strategies by targeting urgent demands and needs and gauging the operational capacity to implement these actions. Here, participants were reminded that such actions must always be guided by science-based approaches and good governance principles.	3
<b>7. Mainstreaming adaptation</b>	Module 7 elucidated the process of mainstreaming by encouraging site teams to identify entry points that may allow for the integration of climate concerns and adaptation responses. Such entry points include relevant policies, plans, programs, and projects at the national, sub-national and local scales. Site teams also detected gaps that may require policy formulation or reforms and/or enhanced coordination and strong linkages among implementing institutions.	1
<b>8. Action planning</b>	For the final module, teams outlined a list of actions they would commit to post-course to further their climate change adaptation agenda. In developing their local early action plan, teams built on previous output, including their prioritized adaptation strategies and potential mainstreaming entry points. They identified specific roles for each pertinent organization, and attempted to synchronize their activities to maximize resources and facilitate efficiency. Teams also recalled their benchmarks, which they will be able to use to gain feedback. It is hoped that team members present these plans to their immediate supervisors for possible implementation.	2

Each session per module followed the same template plan used during the 1<sup>st</sup> Regional Training. Generally, this consisted of an introduction, which includes the session objectives and key teaching points; various learning activities, ranging from full lectures to interactive group activities; and a wrap-up at the end to reiterate important details and summarize the session.

#### **DAY 1 | 31 January 2012**

The training kicked off with a brief opening program. Engineer Nelson P. Devanadera, Assistant Director for the Department of Environment and Natural Resources – Protected Areas and Wildlife Bureau was present and gave the opening message on behalf of Director Theresa Mundita S. Lim. Dr. Catherine Courtney, technical lead for the USCTI CCA Core Team and a team mentor at the training, presented a background on the US Coral Triangle Initiative CCA Program and situated the training and TOT within its strategy. She also outlined tangible next steps after the course to show purpose and value for quality output during the course. Secretary Mary Anne Lucille Sering, Vice Chair of the Climate Change Commission of the Philippines, gave the keynote speech. She lauded the participants for their commitment and urged them to continue pursuing their work with passion. Ms Lynette Laroya of the National CTI Coordinating Committee was Master of Ceremonies for the program.



Participants and trainers at the 2<sup>nd</sup> Climate Change Adaptation for Coastal Communities Course and Training of Trainers with Sec. Sering (CCC) and Engr. Devanadera (DENR – PAWB) (Photo © Evelyn Teh 2012)

Lead Facilitator Miledel Christine Quiblan of UP MSI initiated the introductions for the participants, team mentors, assisting facilitators, and resource people. Following this, she presented an overview of the CCA Training Course, including its objectives, flow, agenda, and intended outcome. After, participants were asked to enumerate their expectations of the course by writing down their “Hopes” and “Fears” on idea cards. Participants’ hopes were primarily on wanting to address technical learning needs and how they might impart the knowledge as trainers after the course. Participants hoped:

- 1) To understand concepts and tools relating to vulnerability assessment and adaptation
- 2) To learn how to integrate VA and adaptation tools into current work; into policy
- 3) To apply VA tools and concepts in current work
- 4) To exchange experiences of climate work and adaptation with resource people and other participants
- 5) To clearly understand technical course content
- 6) To be able to share lessons from the training with superiors and peers
- 7) To be able to conduct IEC campaigns using information learned from the training
- 8) To identify possible opportunities for new research and linkages
- 9) To learn of funding opportunities for climate-related and adaptation work
- 10) To expand their own networks
- 11) To have scheduled breaks during the training

On the other hand, when asked about their “Fears,” participants focused also on more personal concerns. They worried that:

- 1) Content would be too technical and, therefore, difficult to understand
- 2) There was too much information to learn in such a short period of time
- 3) The course length of eight days was too long
- 4) There would be excessive use of technical terms and acronyms they are not familiar with
- 5) Discussions could get out of hand (e.g. negative comments, people all talking at the same time)
- 6) They would not be able to effectively share this new information with their peers and the community
- 7) Implementing actions for CCA entailed additional work (a specific concern for those in the LGU)
- 8) Resource speakers may speak too quickly to understand
- 9) They did not know exactly how they might contribute to the training
- 10) Training activities would be too tiring, and may affect their health
- 11) The food would not be satisfactory

For the next session, *1.2 Introduction of teams and field sites*, participants grouped themselves according to site or to which area they felt they would be able to contribute to the most. Consequently, five groups were formed according to CTSP sites in Malaysia (2) and the Philippines (3): Kudat-Banggi and Sabah in Malaysia, and Verde Island Passage, Palawan, and Tawi-Tawi in the Philippines.

Table 2: Site teams and their mentors

SITE	MEMBERS
<b>Malaysia</b>	
Kudat-Banggi	Fazrullah, EJ, Suzie, Apollo, and Evelyn (Team mentor: Paul)
Sabah	Nor, Gavin, Aazani, Iza, and Prof. Azizan (Team mentors: Kathleen and William)
<b>Philippines</b>	
Verde Island Passage	Gisela, Domingo, Jun, Melen, Divine, Fe, Lorie, Vivienne (Team mentors: Britt and Yvaine)
Taytay, Palawan	Alex, Juvy, Jean, and Irma (Team mentor: Kitty)
Tawi-Tawi	Mercy, Cianne, Ahmad, Richard, Redentor, Jubail, Neneth (Team mentors: Perry and Kubi)

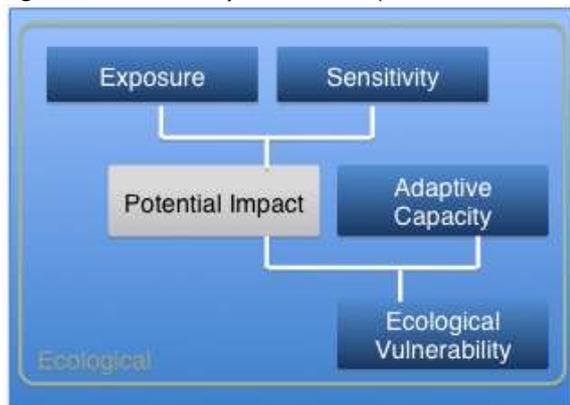
Once site teams were established, they were then asked to identify current site issues. Teams determined if these site issues – environmental and/or social events – existed historically and how these have been addressed. At the end of the activity, a representative from each group presented their output in plenary. Flipcharts were posted on the walls for reference during the rest of the training.



Participant Alex Marcaida reports workshop results for the Taytay, Palawan team. (Photo © MC Quibilan 2012)

The following sessions (*1.3 Back to basics: climate change and vulnerability concepts; 1.4 Impacts of climate change on coastal communities*) focused on key concepts relating to climate change and how it affects coastal communities. Dr. Paul Marshall of the Great Barrier Reef Marine Park Authority presented “Climate change, vulnerability, adaptation: back to basics” where he first discussed the basics of climate change then moved on to definitions of key adaptation terms such as vulnerability and resilience. Here, Dr. Marshall introduced the framework of Vulnerability (Figure 1). These new concepts and definitions were reinforced through a group activity where the participants were asked to determine how varying levels of Sensitivity, Exposure, and Adaptive Capacity could affect Vulnerability. Each team was assigned a different vulnerability situation and, given the framework, determine how that measure of Vulnerability was arrived at. That situation was then fleshed out using an example resource and climate hazard.

Figure 1: Vulnerability framework (Allison et al, 2009; figure seen in Dr. Marshall's presentation)



The final activity for Day 1 was the opening session for Module 2, *2.1 Climate Projections – Global to Regional*. Ms Britt-Anne Parker of the US National Oceanic and Atmospheric Administration (NOAA) gave a presentation on global climate projections using a range of references like IPCC reports and published papers. She also

included a brief section on emissions scenarios, focusing specifically on the B1, A1B, and A2 scenarios. Ms Parker also zoomed in on the Coral Triangle, speaking on increasing sea-surface temperatures, sea-level rise, changes rainfall patterns, increases in typhoon magnitude and frequency, and ocean acidification. She summarized by discussing how these changes in climate could affect resources and systems.

The following presentation by Dr. Azizan Abu Samah of the University of Malaya in Malaysia, entitled “Climate Change: the Regional Question,” discussed the relationship between climate change and climate variability. He spoke on the importance of regional variability in understanding the global climate system. He then talked about projections for Southeast Asia, elaborating with case studies specifically from Malaysia. Dr. Samah emphasized the need for a balance between scenario studies and downscaling. He also highlighted the importance of research, and demonstrated the value of public domain data.



Dr. Abu Samah talks on climate change and climate variability. (Photo © NG Follosco 2012)

At closing for Day 1, the participants were asked to read a VA case study, which was included in their binders, to prepare for an activity for Session 3.2 to be held the next day. Three different case studies were distributed randomly among the participants. One case study was on the Bagamoyo District in Tanzania, the second was on the communities of Saoluafata and Lano in Samoa, and the third was on Lombok Island in Indonesia.

## **DAY 2 | 1 February 2012**

The first presentation on Day 2 was on how to communicate climate change projections. Ms Parker introduced *Tool 3: Regional Climate Information Brief for the Coral Triangle* of the USCTI Climate Change Adaptation Toolkit, presenting a brief overview and citing the type of information the document is able to provide. She also discussed some of the challenges and opportunities in communicating climate change. She emphasized that it was better to perpetuate a message of hope and empowerment, rather than one of doom and gloom. Ms Parker then cited examples on how to make communication fun, showing the participants an assortment of songs and videos. Dr. Kathleen Flower of the CI Regional Program Office in Jakarta reminded the participants that there would be a more detailed discussion on communication during the TOT.

Focus for the next session, *2.2 Regional to Local Climate*, was on historical and current trends, and future projections of the local climate. Like Dr. Samah who presented the climate situation in Malaysia, Dr. Laura David of UP MSI presented insights from climate exposure research in the Philippines. Using the Philippines as an example, she demonstrated how open access data could assist in characterizing exposure to changes in SST, rainfall patterns, and sea-level. She presented a map of the country, which had been delineated into eleven (11) clusters depending on the type of exposure. Dr. David also showed a similar map of Southeast Asia with sixteen (16) clusters. She concluded by briefly enumerating the ecosystems that may be affected by these changes in climate.

The lecture was followed by a desktop exercise on how to access data on SST, rainfall, sea-level, and wind from the Internet. Dr. David's research associates, Ms Katrina Cordero-Bailey and Ms Roselle Borja, facilitated the activity.



Participants practice using open access climate data to determine exposure for their sites. (Photo © MC Quibilan 2012)

The rest of the day was dedicated to Module 3, which consisted of two sessions: 3.1 *Planning for Climate Change Adaptation* and 3.2 *Case Studies – from VAs to Adaptation*. Session 3.1 was initiated with a lecture by Dr. Courtney where she provided an overview of the adaptation planning process, showing how vulnerability assessment could feed into the development of adaptation strategies. She then discussed different frameworks on vulnerability assessment, and how these may vary in terms of method and approach. She mentioned that there was a range of adaptation measures available, from building response capacity to directly confronting climate impacts. She recalled the concept of resilience and showed the participants how it entails an integrating framework, involving community development, integrated coastal management, climate change adaptation, and disaster management. She also cited the need for reef-to-ridge management in promoting resilience. Here, Dr. Courtney also situated the training sessions in terms of cornerstones for site-specific planning (Figure 2). She concluded by reminding the participants that the CCA toolkit was available to assist them in the process.

**Figure 2:** Cornerstones of CCA Planning in relation to training sessions



Dr. Courtney rounded up the session with a group activity where participants identified benchmarks to help them determine the status of CCA in their sites. Team members shared on activities that have been conducted, as well as lessons learned from these undertakings. The participants then assessed the status of their initiatives by scoring their benchmarks on a scale of 1-3. Finally, each team discussed what the possible next steps are to advance CCA at each level of benchmarks, and what resources they made need to accomplish these. After the activity, a representative from each group reported their respective output.



Groups discuss benchmarks for their sites. (Photo © MC Quibilan 2012)

Session 3.2 aimed to demonstrate how information from vulnerability assessment could input into developing adaptation strategies. Here, it was emphasized that VA is a necessary step for adaptation, and that it should not be bypassed. Dr. Marshall shared learnings from the work that has been and is currently being undertaken in the Great Barrier Reef. Ms Evelyn Teh, a participant from the Maritime Institute of Malaysia (MIMA), discussed the vulnerability assessment strategy being implemented in Tioman Island. Ms Emerlinda Dizon, a participant from Conservation International – Philippines, presented the results of a passage-wide, integrated vulnerability assessment conducted in the Verde Island Passage in 2009.

Ms Quibilan then recalled the VA case studies participants were requested to read the previous evening. The large group was divided into three smaller groups, depending on the case study in their binders. Each group was tasked to review and critique their assigned case study. The following guidelines were used to direct the discussion:

- a) Identify the process they used to conduct the assessment (general steps).
- b) Determine if the results of the vulnerability assessment are clear and you can act with confidence going forward.
- c) List key areas where there aren't clear results or where you want more data. If so then what type of data/quality do you want?

Groups then summarized their key points on a flipchart, generally highlighting whether or not the approach and methods were useful towards adaptation planning.

Following up the analysis of case studies was a review of coastal climate change VAs conducted in the Coral Triangle (*Session 4.1 Review of VAs in the CT*). The presentation by Ms Noreen Marie Follosco of UP MSI was derived from a comprehensive review of published journal articles and formal reports. Ten vulnerability assessments have been conducted in the Coral Triangle, three of these integrating both socioeconomic and ecological factors in their methods. Only two of these were conducted at a local scale while the rest were undertaken at regional to subnational levels. The review revealed gaps in vulnerability assessment in the region, particularly that there is still a need for more integrated assessments, as well as studies at a more local scale. The review served as the opening for Module 4.

For the final session (*4.2a Overview to ICSEA-C-Change*) of the day, Dr. Wilfredo Licuanan of De La Salle University presented an overview of the Integrated Coastal Sensitivity, Exposure, and Adaptive Capacity to climate change in coastal areas (ICSEA-C-Change) vulnerability assessment tool. This was the first of the four VA tools to be introduced during the training. In his lecture, Dr. Licuanan presented the framework underlying the ICSEA-C-Change, as well as its attributes. He also discussed how the tool can best be applied, and who would benefit most from its use. Dr. Licuanan also mentioned a list of skills users might need to maximize utilization of the tool.



Participants learn how to score with the ICSEA-C-Change rubrics. (Photo © KR Flower 2012)

Each component of the Vulnerability framework is assessed in the ICSEA-C-Change, using an integrated list of criteria that is embedded in scoring rubrics. The second part of the session was a lecturette where participants practiced scoring with the rubric for Sensitivity. Participants worked in three large groups, and were assisted by a mentor. Dr. Licuanan would describe one criterion and its thresholds, then give the participants time to score using the data provided. This was done for each of the 15 criteria. For this activity, two model sites were designed simply to demonstrate how data can be interpreted in terms of using the tool. The matrix for Adaptive Capacity was to be reviewed in greater detail the following afternoon.

### **DAY 3 | 2 February 2012**

For *Session 4.2b Visualizing/ mapping exposure*, participants were oriented on how to access climate data and use these for simple time series analyses to describe long-term changes at a more local scale. Dr. Cesar Villanoy of UP MSI led the session, and remarked that these, and other models, are useful in characterizing and mapping climate exposure. In his first lecture, Dr. Villanoy described in detail sea-surface temperature variability in the

Coral Triangle in the last two decades. He then discussed inter-annual variability of SST in relation to the El Niño Southern Oscillation (ENSO).

For his second presentation, Dr. Villanoy focused on wave exposure indices where he discussed the relationship between wind and waves. He explained the theoretical basis of the Wave Exposure Model (WEMo), and demonstrated its use in mapping wave exposure.

Key points from the lectures were re-emphasized during the desktop exercises. The first exercise involved trend analysis of SST time series and detecting long-term changes. The participants used prepared worksheets to practice filtering out seasonal signals in order to derive inter-annual SST variations. Here, Dr. Villanoy also oriented the participants on how to correlate inter-annual SST with ENSO indices. He stressed that, in the CT area, ENSO variability dominates SST and sea-level variability. For the second exercise, participants learned how to calculate fetch visually using paper charts. They were also taught to utilize fetch and wind data with WEMo to calculate wave exposure indices and representative wave energy.

The information discussed in Dr. Villanoy's session fills in the Exposure component for the Coastal VA Tools, which are intended for use at local scales.



Participants learn how to compute wave exposure indices using fetch and wind data. (Photo © NG Follosco 2012)

In the afternoon, Dr. Maricar Samson of De La Salle University continued the discussion on ICSEA-C-Change by facilitating another group activity, this time guiding the participants in scoring with the Adaptive Capacity rubric. As in the lecturette with Dr. Licuanan, Dr. Samson first elaborated on a criterion and its thresholds then gave the participants time to score based on the data provided them. Participants worked in the same three groups as in the earlier exercise.

Dr. Samson then wrapped up the session on ICSEA-C-Change by showing the participants how to combine the scores for Sensitivity, Exposure, and Adaptive Capacity to get a measure of Vulnerability. She also summarized salient points about the tool, re-emphasizing that it employed a relative scoring system that allowed for comparison across multiple sites. Dr. Samson also added that the ICSEA-C-Change can also be thought of as a means to communicate climate change ideas and impacts to the community.

#### **DAY 4 | 3 February 2012**

For *Session 4.3 Qualitative VA exercises (VA LEAP)* on the morning of Day 4, Dr. Flower introduced Tool 4 of the USCTI Climate Change Adaptation Tool Kit, *Guide to Vulnerability Assessment and Local Early Action Planning*. The session focused primarily on having the participants become familiar with a qualitative VA tool, particularly the VA LEAP. It also aimed to show the value of how a qualitative VA could complement more quantitative approaches. A brief lecture by Dr. Flower provided an overview for the LEAP process, highlighting key steps such as assessing non-climate threats and developing a local climate story.

The lecture immediately shifted to the activity. Participants worked in their site teams to assess the vulnerability of a specific resource – ecological or social – to a climate impact using the VA LEAP. Participants filled out the tool matrix, which contained columns for current status [of the resource], non-climate threats, climate hazards, exposure, sensitivity, adaptive capacity, and vulnerability. Supplemental worksheets found in Tool 4 provided the teams with guide questions to direct their discussion. Teams later reported their results to the larger group.



Participant Richard Lahaman discusses VA LEAP results for the Sibutu – Sitangkai island group in Tawi-Tawi, Philippines (Photo © MC Quibilan 2012)

While Session 4.3 presented a qualitative VA tool, Session 4.4 demonstrated the use of a semi-quantitative approach in assessing the vulnerability of coastal integrity to climate impacts. Dr. Fernando Siringan of UP MSI began the session (*4.4a Lectures on coastal erosion, and sediment sources and transport*) by giving a detailed lecture on coastal erosion and the sources and pathways of sediments. He emphasized how a deficit in the sediment budget would result in coastal erosion. Dr. Siringan then discussed characteristics of different beaches, exemplifying the coasts of the Philippines. He went on to comprehensively describe the natural and anthropogenic causes of coastal erosion, providing many examples. Coastal erosion, already a prevalent problem, is further exacerbated by climate-related hazards. Dr. Siringan then highlighted how healthy coral reefs, mangroves, and seagrasses could maintain the balance of the sediment budget.

In the latter portion of Session 4.4 (*b Assessing vulnerability using the Coastal Integrity tool*), Ms Yvaine Sta. Maria of UP MSI introduced the Coastal Integrity Vulnerability Assessment Tool (CIVAT). In assessing vulnerability using CIVAT, variables relating specifically to the physical coast are considered for Sensitivity, Exposure, and Adaptive Capacity. A distinct feature of the tool is its incorporation of natural habitats. Ms Sta. Maria guided the participants through the worksheets, providing succinct explanations for each of the variables. She also emphasized that the tool provides critical information when developing adaptation measures to maintain coastal integrity.

As a final activity for the day, Ms Sta. Maria oriented the participants on the field visit the next day.

#### **DAY 5 | 4 February 2012**

On Day 5, participants were brought to Barangay San Juan, Lian for a field visit. This field exercise was the first (*5.1 Fieldwork on Coastal Integrity*) of two sessions for Module 5. It aimed to orient the participants on two methods for beach monitoring: the Emery Beach Profiling Method and shoreline tracing. These methods are relatively simple and inexpensive, and yield data that can provide a better understanding of physical coastal processes. Further, such information can be used as inputs for the CIVAT. Before beginning, Dr. Siringan gave a quick lecture on beach features.



Participants listen to Dr. Siringan discuss beach features in Barangay San Diego, Lian. (Photo © KR Flower 2012)

The participants were then divided into two groups, one led by Dr. Siringan and the other by Ms Sta. Maria. The group with Dr. Siringan were taught the Emery Beach Profiling Method while the group with Ms Sta. Maria were oriented on shoreline tracing. After the morning break, the group that had worked with Dr. Siringan moved on to the activity led by Ms Sta Maria and vice versa. Both groups recorded their data for both activities using prepared data sheets.



Participants learn how to use the Emery Beach Profiling Method (left photo) and shoreline tracing (right photo) to monitor beach changes. (Photos © MC Quibilan)

In the afternoon, the participants were brought to Barangay Matabungkay, also in Lian, for an annotated beach walk with Drs. Siringan and Samson. The beach visited was a carbonate shore, and Dr. Siringan was able to show the participants the types of sediments characteristic to such a beach. He also drew connections between the coast and the different nearshore habitats. The participants then walked to the nearby mangrove area where Dr. Samson took up the discussion. She pointed out different species, and the roots and fruits specific to each. She also remarked on mangrove research in the Philippines, speaking on various mangrove rehabilitation methods and initiatives. She highlighted how these might impact adaptive management programs in the country. Participants also shared their own insights on mangrove conservation.



Dr. Samson discusses mangrove features, as well as triumphs and challenges in mangrove rehabilitation in the Philippines. (Photo © KR Flower)

### **DAY 6 | 5 February 2012**

The morning of Day 6 was scheduled as a rest break for the participants and trainers. The group reconvened in the afternoon for the second session for Module 5, *Data Processing*. Ms Sta Maria, assisted by Dr. Samson, led the session, which consisted primarily of interactive desktop exercises. She demonstrated how to process the data obtained during the field visit, illustrating how these could be relevant in vulnerability assessment and coastal integrity studies in general. Participants worked with their field groups, and managed to interpret the data in relation to the CIVAT. A representative from each group was assigned to report on their group's results the next morning.

The session let out to a special dinner, giving the participants a chance to enjoy an evening of solidarity.



Participants and resource persons enjoy an evening of solidarity on Day 6 of the training. (Photos © Evelyn Teh 2012)

### **DAY 7 | 6 February 2012**

The first activity for Day 7, the reporting of field results, wrapped up Module 5. Mr. Gavin Jolis from the Semporna Priority Conservation Area and Ms Teh reported for one group while Dr. Aazani Mujahid of the University of Malaysia Sarawak reported for the other. Participants commented and asked questions on each other's work.

The final VA Tool, Tool for Understanding Resilience of Fisheries or TURF, was introduced in Session 4.5 (*a. Assessing vulnerability using TURF; and b. Desktop exercises with TURF*) by Dr. Samuel Mamauag of UP MSI. He began the session with a brief lecture that covered concepts fundamental to the tool. Like the ICSEA-C-Change and CIVAT, TURF generates a measure of Vulnerability by assessing its components, Sensitivity, Exposure, and Adaptive Capacity. The variables incorporated in the tool relate to three major aspects: fisheries, reef ecosystem attributes, and notably, socio-economic features. Dr. Mamauag went on to explain each variable and its thresholds, illustrating how to score each. He also noted that the tool considers different climate hazards, among them storm surge (waves) and changes in SST. Information from TURF can directly inform decisions on adaptation strategies for Fisheries. The second portion of the session was a desktop exercise where participants scored their sites with the TURF worksheets. They were encouraged to use, if possible, actual data from their sites.

In Session 6.3 *Review of National Climate Change Adaptation Plans (NCCAPs)*, participants were given overviews of the NCCAPs of the Philippines and Malaysia. Ms Luz Baskiñas of World Wildlife Fund (WWF) – Philippines discussed important features of the recently passed Philippine NCCAP. Mr Apollo Chan then introduced the Malaysian National Program of Action. These presentations were followed by a rousing discussion among the participants. They enthusiastically provided questions, comments, and suggestions relating to each country adaptation plan.

Dr. Porfirio Aliño led the final session for the day, *6.1 Overview of coastal adaptation options and strategies*. This session aimed primarily to show the participants how to derive insights from vulnerability assessment of social and ecological systems for developing adaptation strategies; and to introduce the range of available adaptation options. Dr. Aliño shared experiences from the Philippines, showing the participants how linkages among local governments, national government agencies, and assisting institutions could facilitate more effective implementation of adaptation. He also introduced the RESTORED Strategies, a suite of adaptation options developed and used in the RESILIENT SEAS (previously ICE CREAM) Program. In addition, he referenced the USCTI CCA *Tool 5: Quick Reference Guide to Adaptation Strategies* and the guidebook *Adapting to Coastal Climate Change: A guidebook for development planners* by CRC and USAID.

To further demonstrate the need to synchronize management activities when implementing adaptation, Ms Quibilan facilitated a game called "Protect Your Egg." Participants were divided into teams and asked to role play relevant actors in community coastal management. Each group was to devise the best and most reasonable way to protect their egg (the resource) from the impending egg drop (the hazard).



Participants in a role playing game to understand adaptation planning (Photo © Evelyn Teh 2012)

### **DAY 8 | 7 February 2012**

To begin, Ms Quibilan provided a summary of the previous seven days to put the final day of the training in perspective. She also gave a run-down of the vulnerability assessment tools introduced, so the participants could have a better understanding of how these compare and relate to one another.

For the rest of the day, participants worked in their site teams to:

#### **1) Identify adaptation options**

To potentially address the vulnerability in their sites, teams selected appropriate adaptation strategies from the range of adaptation options introduced by Dr. Aliño in his lecture. References for the activity included the RESILIENT SEAS RESTORED framework; the USCTI CCA *Tool 5: Quick Reference Guide to Adaptation Options*; and USAID's *Adapting to Coastal Climate Change: A Guidebook for Development Planners*. Participants used their previous output to assist them in deciding which adaptation strategies to consider.

#### **2) Prioritize options**

Site teams prioritized their selected strategies by targeting urgent demands and needs, and analyzing the operational capacity for effective implementation. The options analyses approach involving Urgency and Capacity (Competency) criteria was developed and used for the sentinel sites of the RESILIENT SEAS Program in the Philippines. An example of the workshop results, particularly those for Tun Mustapha Park, Kudat-Banggi in Malaysia, is found in Annex 3.

#### **3) Identify entry points for mainstreaming CCA**

Participants identified potential entry points for mainstreaming CCA in their countries.

#### **4) Develop an early action plan**

Site teams drafted an early action plan based on their selected and prioritized strategies, as well as their entry points for mainstreaming. They identified time scales, as well as responsible institutions, to implement these actions. Mr. William Jatulan of the USCTI Support Program Integrator also enjoined participants from national government agencies to draft their own individual action plans. An example of an early action plan, particularly that developed for Tun Mustapha Park, Kudat-Banggi, is found in Annex 4.

Each team was given an opportunity to report their results. Participants were encouraged to comment on and give suggestions on the team outputs.



Teams identify and prioritize adaptation options for their sites. (Photo © NG Folloso 2012)

### ***Initiating the CTI – Coastal Learning Adaptation Network***

As a closing activity for the CCA course on Day 8, participants and resource people formally articulated their commitment to the Coastal Learning Adaptation Network. They recited the following pledge:

I believe that climate change is an imminent development issue.  
 I believe that much needs to be learned and shared in addressing climate change concerns.  
 I believe that there is a need to advance information, knowledge, tools and practices to adapt to climate change.

I believe that I can help elevate actions to adapt to climate change by sharing my lessons and experiences about adapting to climate change.  
 I believe that to promote climate change actions and practices, I need a support network of peers, practitioners and institutions.  
 Therefore, I pledge to take part in the CTI-CLAN as part of my commitment in making sea change for our future generation.



Participants sign the training banner to signify their commitment to the CTI – Coastal Learning Adaptation Network. (Photo © KR Flower)

Mr. Jatulan then presented the Coastal Learning Adaptation Network virtual workspace where network members could share and exchange experiences and resources, as well as remain constantly updated on CCA activities in the region. The CLAN workspace is also an excellent means for technical resource people to disseminate new information regarding the VA and adaptation tools. The group administrator added the participants to the workspace that very day.



Participants of the 2<sup>nd</sup> CCA for Coastal Communities Course become members of the CTI – CLAN (Photo © MC Quibilan 2012)

## 2.2 Two-day Training of Trainers

### Structure

The two-day Training of Trainers is intended to complement the eight-day CCA course. Participants were oriented on training methodologies that can assist them in adopting and replicating the CCA course in their own countries. The TOT was guided by adult learning methodologies, ensuring relevance to participants and immediate application. It covered a variety of topics, ranging from fundamental communication concepts to drafting a training curriculum. The modules were facilitated through short presentations, lecturettes, practice exercises, large-group discussions, and workshops. Focus of the sessions alternated between refinement of individual skills and knowledge and building team capacity to draft work plans and training curricula. The final outputs for the training were a communication plan and training plan for each group. Participants were expected to further enhance and implement these plans when they returned to their respective institutions.

MODULE	DESCRIPTION	# OF SESSIONS
<b>9. Communicating climate change</b>	This module oriented the participants on communication concepts and tools. These will assist them in effectively communicating climate change, vulnerability assessment results, and key adaptation strategies to policy-makers, local leaders, and local communities. Methods such as the SeaWeb Message Box and the 4-P Methodology were introduced here. Through a workshop activity, site teams developed an initial communications plan.	4
<b>10. Designing an interactive training curriculum</b>	Participants learned how to develop their own training curriculum. They analysed modules and session plans used during the earlier CCA course, identifying those they can likely build on for their own trainings. Participants developed learning objectives, and drafted an initial session plan aimed to achieve these.	4

### DAY 1 | 8 February 2012

Module 9 aimed primarily to equip participants with a range of communications tools that will enable them to effectively share climate-related information with different audiences such as their peers, policy-makers, and the local community. First, Dr. Flower walked the participants through a climate change self-quiz to gauge how well they understood climate and adaptation concepts and if they were capable of communicating these to an audience. By the end of the exercise, participants generally felt confident that they had a good grasp of climate change and adaptation.

Dr. Flower then facilitated an exercise where the participants were to translate these key climate concepts into vernacular terms. The mix of participants made the activity enjoyable and informative since many of them spoke different dialects. Also, in translating these words, participants were already initiated into thinking about best ways to communicate with the local community.

The objective of the next activity was to teach the participants how to use a Message Box (adopted from SeaWeb) to communicate an idea. The exercise allowed the participants to condense their climate messages into manageable pieces of information. These simple, but relevant, messages can easily be digested by an audience.



Participants learn how to communicate CC and adaptation concepts through simple, effective messages. (Photo © NG Folloso 2012)

The afternoon session focused on teaching the participants how to draft a communications plan. Ms Quibilan led the session, and initiated it with a brief lecture on the 4-P Method. This method involves identification of a specific “Problem”, target “Publics”, and potential “Products”. The process culminates in the development of a communications “Plan”. For the rest of the session, the participants worked in small groups to draft a communications plan using the 4-P method. Most of the participants worked with their site teams, but those working in national government agencies formed another group to draft a communications plan aimed specifically to inform their respective offices. The communications plan for sites in Malaysia and for National Government Agencies (NGAs) in the Philippines is found in Annex 5 and Annex 6 respectively.

## **DAY 2 | 9 February 2012**

For Module 10, Ms Quibilan gave a series of short lectures on the principles of adult learning and how to apply these when developing an interactive training curriculum. First, she discussed the characteristics of adult learners and the factors that maximize their retention. She then moved on to examples of effective training methods. Next, she focused on how to apply this knowledge in establishing learning objectives and drafting a course curriculum. Here, she encouraged the participants to review the modules from the CCA course, and use them as a starting point in designing their own curriculum. The final presentation was on how to facilitate a learning event and write an initial training plan.

For the majority of Day 2, participants engaged in exercises to apply the knowledge from the lectures. Each team drafted a training curriculum, including a sample module and session plan.



Teams develop communications and training plans for their sites. (Photo © NG Folloso 2012)

## CLOSING

On the afternoon of February 9<sup>th</sup>, there was a simple closing program and dinner to formally mark the participants' completion of the CCA course and the TOT. Here, they were awarded their Certificates of Completion. Participants also prepared and presented cultural numbers.

## 3. EVALUATION

### 3.1 Eight-day course on CCA for coastal communities | Evaluation results

*\*24 participants answered the evaluation form.*

The overall rating for the course is **8.76** out of 10. The following are notable points from the participants:

- The lowest rating was regarding the length of the course: 3.83 (While many realize the necessity of the long duration, they did request that the course be shortened for next time.)
- Many participants found some of the course content "data-heavy" or too technical, but most realized this was necessary, especially for future trainers.
- The ability of the resource speakers and facilitators to simplify and expound on the technical material was greatly appreciated.
- Each of the tools was found to be extremely useful, but some participants requested more time to be allotted for reflection and review.
- Participants requested for local case studies.
- Participants enjoyed the field activity, and requested that next time, the field visit be conducted in an actual working site.
- Participants perceive the Learning Network to be a platform for exchanges of field experiences; updates regarding the tools; and updates on what fellow training alumni are working on.
- Participants found the facilitation to be excellent, but some commented that there should be better control of the more rowdy participants.
- Participants found the resource people and supporting staff to be dedicated, but did request that digital copies of the session materials be shared after the end of every day (or sooner than the end of the course).
- The participants agree that the training is a worthwhile undertaking and should be repeated. Regular refresher courses should also be considered for future training plans.

### 3.2 Two-day Training of Trainers | Evaluation results

*\*20 participants answered the evaluation form.*

The overall rating for the TOT was **8.7** out of 10. The following are key points from the participants:

- Participants were pleased with the facilitation, saying that the facilitators were firm but approachable.
- Many participants preferred a longer TOT. Suggestions ranged from 2.5 days to 4 days. Others commented on the TOT being scheduled at the end of the eight days, concerned that focus was compromised since many were anxious to go home.
- Most participants feel that the resources provided in the binder and on the stick will be sufficient in aiding them to draft their own training curricula. On the other hand, some mentioned they may still need additional assistance when adopting and conducting the more technical modules.
- Participants feel that they belong to the CTI-CLAN. One participant suggested that a common "milestone" be identified to encourage the alumni to be updated on each other's respective work.
- Many participants found working in site-based groups helpful. Participants from NGAs feel that they learned many insights from team members working locally. Other participants remarked that their output was enhanced by contributions from the LGUs.

More detailed evaluation results are found in Annex 7 (8-day CCA course) and Annex 8 (2-day TOT).

## 4. ANNEXES

### ANNEX I: Training Agenda

#### 2<sup>ND</sup> COURSE ON CLIMATE CHANGE ADAPTATION FOR COASTAL COMMUNITIES AND TRAINING OF TRAINERS

Development Academy of the Philippines, Tagaytay City | 31 January – 9 February 2012

ACTIVITY		RESOURCE PERSON/ FACILITATOR
<b>Day 0   January 30, Monday</b>		
All day	Arrival of participants and resource team	
	Resource team meeting	
<b>Day 1   January 31, Tuesday</b>		
8.00-9.00	Session 1.1 Welcome and overview of training course	MC Quibilan (Lead Facilitator)
9.00-10.00	Session 1.2 Introduction of teams and field sites	MC Quibilan
10.00-10.30	Break	
10.30-12.00	Session 1.3 Back to Basics: climate change and vulnerability concepts	PA Marshall/ MC Quibilan
12.00-13.30	Lunch	
13.30-15.00	Session 1.4 Impacts of climate change on coastal communities	PA Marshall
15.00-15.30	Break	
15.30-17.30	Session 2.1 Climate projections: global to regional	BA Parker, AA Samah/ MC Quibilan
<b>Day 2   February 1, Wednesday</b>		
8.00-8.15	Daily review	MC Quibilan
8.15-10.00	Session 2.2 Regional to local climate: past exposure, current trends, and future projections	LT David/ K Cordero-Bailey, R Borja
10.00-10.30	Break	
10.30-12.00	Session 3.1 Planning for climate change adaptation (processes, frameworks, benchmarks, and tools)	C Courtney, W Jatulan
12.00-13.30	Lunch	
13.30-15.00	Session 3.2 Case Studies: From VAs to climate change adaptation	PA Marshall, E Teh, E Dizon/ MC Quibilan
15.00-15.30	Break	
15.30-16.00	Session 4.1 Review of VAs in the Coral Triangle Region	NG Follosco
16.00-17.30	Session 4.2a Overview to Integrated Coastal Sensitivity, Exposure, and Adaptive Capacity to Climate Change in coastal areas	WY Licuanan
<b>Day 3   February 2, Thursday</b>		
8.00-8.15	Daily review	MC Quibilan
8.15-10.00	Session 4.2b Visualizing/ mapping exposure scenarios	CL Villanoy
10.00-10.30	Break	
10.30-12.00	Session 4.2b Visualizing/ mapping exposure scenarios (exercises)	CL Villanoy/ MC Quibilan
12.00-13.30	Lunch	
13.30-15.00	Session 4.2c Assessing integrated lack of Adaptive Capacity to climate change in coastal areas	MS Samson
15.00-15.30	Break	
15.30-17.30	Session 4.2d The ICSEA-C-Change VA scores and their interpretation	MS Samson
<b>Day 4   February 3, Friday</b>		
8.00-8.15	Daily review	MC Quibilan

8.15-10.00	Session 4.3a Qualitative VA (LEAP Tool)	KR Flower, BA Parker
10.00-10.30	Break	
10.30-11:00	Session 4.3b Qualitative VA exercises (LEAP Tool)	KR Flower, BA Parker
11.00-14.00	Lunch and Prayer	
14.00-15.00	Session 4.4a Lectures on (a) coastal erosion, and (b) sediment sources and transport	FP Siringan
15.00-15.30	Break	
15.30-17.30	Session 4.4b Assessing vulnerability using the Coastal Integrity tool	YY Sta. Maria
<b>Day 5   February 4, Saturday</b>		
7.00	Travel to field site	
8.00-10.00	Session 5.1 Field methods – Emery beach profiling method	FP Siringan/ NG Follosco
10.00-10.30	Break	
10.30-12.00	Session 5.1 Field methods – Shoreline tracing	YY Sta. Maria/ MS Samson
12.00-13.30	Lunch	
13.30-16.00	Session 5.1 Field visit – Carbonate shore and mangrove	FP Siringan, MS Samson
16.00-19.00	Return to DAP	
<b>Day 6   February 5, Sunday</b>		
8.00-14.00	Rest	
13.30-17.30	Session 5.2 Data processing and analysis	YY Sta. Maria/ MS Samson
<b>Day 7   February 6, Monday</b>		
8.00-8.30	Report on data processing	MC Quibilan
8.30-10.00	Session 4.5a Assessing vulnerability using Fisheries VA tool	SS Mamauag
10.00-10.30	Break	
10.30-12.00	Session 4.5b Desktop exercises using Fisheries VA tool	SS Mamauag/ NG Follosco
12.00-13.30	Lunch	
13.30-15.00	Session 6.3 Review of National Climate Change Adaptation Plans	L Baskiñas, AA Chan/ MC Quibilan
15.00-15.30	Break	
15.30-17.30	Session 6.1 Overview of coastal adaptation options and strategies	PM Aliño
<b>Day 8   February 7, Tuesday</b>		
8.00-8.15	Daily review	MC Quibilan
8.15-10.00	Session 6.2 Identifying and prioritizing adaptation options and strategies	PM Aliño, C Courtney/ MC Quibilan
10.00-10.30	Break	
10.30-12.00	Session 7.1 Mainstreaming adaptation options in management plans	NG Follosco
12.00-1.30	Lunch	
1.30-3.00	Session 8.1 Next Steps: Planning key actions to initiate CCA implementation at the Local and National Level	W Jatulan
3.00-3.30	Break	
3.30-4.30	Final report back	MC Quibilan
4.30-5.00	Session 8.2 Closing and course evaluation	MC Quibilan, NG Follosco
<b>Day 9   February 8, Wednesday</b>		
8.15-10.00	Session 9.1 Welcome and review of training course Session 9.2 Communicating CC concepts and tools	MC Quibilan KR Flower
10.00-10.30	Break	
10.30-12.00	Session 9.3 How to develop a communications plan	MC Quibilan
12.00-13.30	Lunch	
13.30-15.00	Session 9.4 Drafting a communications plan	MC Quibilan, KR Flower

15.00-15.30	Break	
15.30-17.30	Session 9.4 Drafting a communications plan	MC Quibilan, KR Flower
<b>Day 10   February 9, Thursday</b>		
8.00-8.15	Daily review	MC Quibilan
8.15-10.00	Session 10.1 Solidifying the national institutional arrangements for CC training	W Jatulan
	Session 10.2 Establishing goals and roles for revised course	MC Quibilan
10.00-10.30	Break	
10.30-12.00	Session 10.3 Designing an interactive training curriculum	MC Quibilan
12.00-13.30	Lunch	
13.30-15.00	Session 10.3 Designing an interactive training curriculum	MC Quibilan
15.00-15.30	Break	
15.30-17.30	Session 10.4 Finalizing plans for replication of CTI CCA course	MC Quibilan
17.30-21.00	Closing program and dinner	

## ANNEX 2: List of Participants and Resource People

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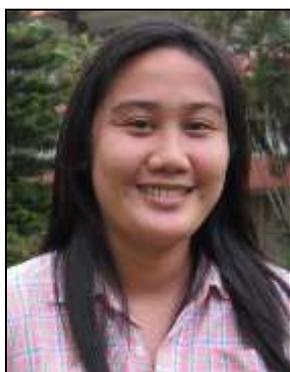
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### ANNEX 3: Identified and Prioritized Options (Site:Kudat-Banggi, Malaysia)

\*Tun Mustapha Park

Action	How does it reduce vulnerability?	Does the action achieve multiple benefits?	Is the action feasible?	Priority
Target resource (natural): Coral reefs				
Establishment of priority conservation area	=E ↓S (Reduced anthropological threats and pressures) ↑AC (Increases coral reef's natural AC)	<ul style="list-style-type: none"> <li>▪ Closure effects take time to produce results (Social: fishers lose fishing ground)</li> <li>▪ Spillover effect is slow (Economic)</li> <li>▪ Protection of coral reef (Ecological)</li> </ul>	Yes *NGO-led	Urgency: High Capacity: High  Score: 1
Review of Fisheries Act (1985) and strengthening enforcement	=E ↓S (Reduced anthropological threats and pressures) ↑AC (Increases coral reef's natural AC)	Short-term and long-term: Ecological <ul style="list-style-type: none"> <li>▪ Increases social resiliency: <b>Fishers to look for alternative livelihood</b></li> <li>▪ Long-term economic benefits due to coral reef recovery</li> </ul>	Yes *However, it may take a longer time to be achieved.	Urgency: High Capacity: Low  Score 2
Establishment of the TMP and marine park network	=E ↓S (Reduced anthropological threats and pressures) ↑AC (Increases coral reef's natural AC)	All benefits are achieved but at different timescales	<ul style="list-style-type: none"> <li>▪ Technical: Okay</li> <li>▪ Financial: Medium</li> <li>▪ Organization: Okay</li> <li>▪ Social acceptability: Initially resistant</li> </ul>	Urgency: High Capacity: Low  Score: 2

Action	How does it reduce vulnerability?	Does the action achieve multiple benefits?	Potential negative impacts of action?	Is the action feasible?	Priority
Target resource (social): Fisheries					
Fishermen relocation program <ul style="list-style-type: none"> <li>• Capacity building for an alternative livelihood</li> <li>• Aquaculture</li> </ul>	↓E ↓S ↑AC  (Reduces dependency on fisheries through alternative livelihood)	Yes	Immediate negative impact: social resistance	Technical: Yes Financial: No Organization: No Social: No	2
Buy-Back Program <ul style="list-style-type: none"> <li>• Government purchase</li> </ul>	↓E ↓S ↑AC	Yes	May increase pressure on offshore fishery resources	Technical: Yes Financial: Yes Organization: Yes	2

small fishing vessels <ul style="list-style-type: none"> <li>• Merge coastal fishers to work on larger vessels</li> <li>• Further fishing grounds</li> </ul>	Reduces pressure on coastal fisheries			Social: No	
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**ANNEX 4: Early Action Plan (Site: Kudat-Banggi, Malaysia)**

Activities	Timeline	Coordinating office	Implementing unit/ partners
Establishment of more demonstration sites (To achieve overall consensus between stakeholders)	Present – 2014	WWF	<ul style="list-style-type: none"> <li>▪ DOF</li> <li>▪ Village heads/ district offices</li> <li>▪ Sabah Parks</li> </ul>
Review of Fisheries Act and strengthening of enforcement strategy	Present – 2013	Department of Fisheries (DOF; FED)	<ul style="list-style-type: none"> <li>▪ All DOF offices</li> <li>▪ LKIM, NEKMAT</li> <li>▪ FRI, JAB LAUT</li> <li>▪ MMEA, AGC</li> <li>▪ State Government</li> </ul>
Establishment of TMP and forming a marine park network	Present – 2015	Sabah Parks	<ul style="list-style-type: none"> <li>▪ Main: WWF</li> <li>▪ Others: All relevant agencies and stakeholders (GWG)</li> </ul>
Buy-Back program	Present – 2015	DOF	<ul style="list-style-type: none"> <li>▪ LKIM</li> <li>▪ NEKMAT/ PNK</li> <li>▪ District offices</li> </ul>

## ANNEX 5: Communications Plan for Malaysian Sites

**Goal:** To increase coral reef resilience

**Objective:** The communication strategy aims to encourage the use of sustainable fisheries to promote coral reef resilience.

Date	Product/ Activity	Location	Public	Objectives	Institution Responsible
Off season	Training & capacity building workshop (3 days; mix fisher; 20 pax)  (RM 20K)	Coastal village which has highest alleged offenders and highest destruction of coral reefs  <i>Evaluation:</i> No. sustainable gear users, reduction reports of 30%/year	Fisherfolk	<ul style="list-style-type: none"> <li>▪ Train fisherfolk on alternative fishing methods</li> <li>▪ To highlight coral resilience and its relationship to sustainable fisheries</li> </ul>	<ul style="list-style-type: none"> <li>▪ DO</li> <li>▪ Fisheries</li> <li>▪ Academia</li> <li>▪ NGO</li> </ul>
Before off season	Field trip (3 days; mix fisher; 20 pax)  (RM 20K)	MPA facing the issues and counterparts  <i>Evaluation:</i> Perception to sustainable gear users, No. sustainable gear users	Fisherfolk	<ul style="list-style-type: none"> <li>▪ To highlight coral resilience and its relationship to sustainable fisheries</li> <li>▪ To highlight sustainable fishing gears/ methods</li> </ul>	Sabah Parks and Taman LautMsia
June 8 (World Ocean Day) Or other events	<ul style="list-style-type: none"> <li>▪ RoadshowExhibition</li> <li>▪ Dialogues</li> <li>▪ Booths</li> </ul> (3 days)  (RM 20K)	Coastal villages with alleged offenders and destruction of coral reefs  <i>Evaluation:</i> No. sustainable gear users, reduction reports of 30%/year	Fisherfolk and coastal community	<ul style="list-style-type: none"> <li>▪ To highlight coral resilience and its relationship to sustainable fisheries</li> <li>▪ To highlight sustainable fishing gears/ methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sabah Parks</li> <li>▪ NGO</li> <li>▪ DO</li> <li>▪ Fisheries</li> </ul>

## ANNEX 6: Communications Plan for National Government Agencies (NGAs) in the Philippines

### Goals

- 1) Familiarization with NCCAP and line function
- 2) Re-echo learnings from training

### Objectives

*In order to mainstream CCA in the Department of Environment and Natural Resources, the communication strategy should:*

- 1) Enhance the familiarization and application of NCCAP;
- 2) Mainstreaming CCA activities down to PENRO and CENRO level

DATE	PRODUCT/ACTIVITY	LOCATION	PUBLIC	OBJECTIVE	INSTITUTION RESPONSIBLE
February 2012	1 <sup>st</sup> MANCON	Regional office	RED, Division Chiefs, RD, PENRO, RTD, CENRO, Project coordinator, RPAO	Familiarization w/ NCCAP Assign responsible persons for drafting plan of implementation	PAWCZMS, CTI – CLAN
May to June 2012	2 <sup>nd</sup> MANCON	Regional office	RED, Division Chiefs, RD, PENRO, RTD, CENRO, Project coordinator, RPAO	Present action plan	PAWCZMS, CTI – CLAN
August to September 2012	3 <sup>rd</sup> MANCON	Regional office	RED, Division Chiefs, RD, PENRO, RTD, CENRO, Project coordinator, RPAO	Review accomplishments Present updates re: action plan	PAWCZMS, CTI – CLAN
November to December 2012	4 <sup>th</sup> MANCON	Regional office	RED, Division Chiefs, RD, PENRO, RTD, CENRO, Project coordinator, RPAO	Year-end assessment	PAWCZMS, CTI – CLAN
February to May 2012 (to be ready by 1st MANCON)	Reproduction of leaflets/ brochure, video	Regional office	RED, Division Chiefs, RD, PENRO, RTD, CENRO, Project coordinator, RPAO	Orientation Familiarization with NCCAP	RPAO, CTI – CLAN
March 2012	SO, memo	Regional office	PENRO, CENRO, RTD, RD, Div. chief	To mainstream CCA activities	RTDs prepared to be signed by RED, PENRO

## ANNEX 7: Course Evaluation (Eight-day Course on CCA for Coastal Communities)

Rating was from 1-5, with 5 being very much/ high and 1 very little/ low. Respondents were asked to note their reasons for their ratings.

Number of evaluators: 24

### 1. To what extent did this course meet its objectives?

#### a. National government, local government and assisting organization teams strengthened to:

- i. Identify climate change risks and assess adaptation options with links to marine protected area and coastal fisheries management.

1	2	3	4	5	AVE
			8	15	4.65

#14 skipped rating

- ii. Lead to an integrated local early action planning process for CCA and manage CCA programs at the national and sub-national levels.

1	2	3	4	5	AVE
			11	10	4.48

#5, 14, 15 skipped rating

- b. Plan developed to conduct a local VA and identify early actions for CCA in one or two priority/demo sites, with a core team and resource needs identified for Malaysia and Philippines for immediate implementation.

1	2	3	4	5	AVE
		3	10	11	4.33

- c. National resource team (university experts, links with other organizations, NGOs) strengthened to support the national and local actions as the country teams move toward implementation and replication of the curriculum, adaptation planning, and actions.

1	2	3	4	5	AVE
		5*	8	11	4.25

\*#4 rating was 3-4

- d. Core team of national managers and resource persons from the Malaysia and Philippines strengthened to contribute to regional CTI capacity and future replication and sharing.

1	2	3	4	5	AVE
		4	8	12	4.33

### 2. To what extent did the course meet your expectations? Why?

1	2	3	4	5	AVE
		1	11	12	4.46

+

- The course exceeded expectations.
- Despite the technical nature of the course content, participants were able to understand it because of effective resource people.
- There was definitely lots of new information and technical knowledge imparted in the course.
- Participants managed to expand their network, making new contacts from both the Malaysian and Philippine group.

- Training has made it possible for participants to feel excited about incorporating VA into policy-making
- Much learned on climate change adaptation

Δ

Better still to have more time to practice use of the tools

3. *How effective was the facilitation and management of the workshop? What would you want done differently?*

1	2	3	4	5	AVE
		3	13	8	4.21

+

- Facilitators were very effective, notably in time management.
- The ability of the speaker to keep things lively and interesting was critical in keeping the participants' attention.
- While everything generally went smoothly, there were moments when the noise from restless participants could get distressing: more facilitation in this regard.
- The course was a little heavy on content, but necessary for potential trainers
- Participants appreciated that group outputs were encouraged, especially since several members from each team were site-based and directly involved in coastal and marine resource management

Δ

- More climate change-related games
- Greater selection of dishes during meals

4. *How appropriate was the length of the course—too long, too short, or just right?*

1	2	3	4	5	AVE
		7	14	3	3.83

+

Some participants realized that the length of the course was necessary and appropriate, given the need to reflect on the tools and their underlying concepts.

Δ

- For some, more time should have been allotted for group work and discussions
- For some, more time is still needed to understand the intricacies and specific features of each VA tool
- Suggestions to shorten the course: to 7 days, for instance

5. *Did we provide enough opportunity for participant discussion, questions and participation (use of time)?*

1	2	3	4	5	AVE
		5	6	13	4.33

+

- Questions raised were often answered suitably by resource people.
- Good discussions
- Enjoyable energizers

Δ

Some sessions could have been longer to facilitate better understanding of more technical content

6. *How appropriate was the amount and relevance of the information provided? (binder, presentations, e-files)?*

1	2	3	4	5	AVE
	1	3	6	12	4.32

#4, 23 skipped rating

+

Extremely useful in current work

Δ

- Better to use both sides of paper
- For materials to be shared at the end of each day; allow for revisions, if any
- To include Powerpoint presentations in the binder for reference
- Materials to be organized better: to label each material appropriately to avoid disarrangement of pages after detaching them from the binder

7. How useful were the case study presentations? What would you want done differently?

1	2	3	4	5	AVE
		4	9	10	4.26

#23 skipped rating

+

Found to be very useful

Δ

- Better for case studies to be on actual sites
- When asking participants to give presentations, better to inform them earlier so they will have ample time to prepare (to ensure that other participants will be able to get the most out of the presentation)
- To present conservation success stories for inspiration and motivation
- To avoid the use of acronyms

8. How useful were the field exercises? What would you want done differently?

1	2	3	4	5	AVE
		1	6	16	4.65

#23 skipped rating

+

- Field exercises were enjoyable
- Interest and active participation from participants made the exercises even more effective
- Were conducted in a relaxed, professional manner

Δ

- Better to choose field sites with complete resources to minimize travel time
- More field exercises: an exercise, for example, in an extensive mangrove area; selection of sites with different features to be able to demonstrate methods in different situations

9. Rate the presentation and activity for each of the following tools, with 5 being very effective (you are ready to use this tool if needed) and 1 being not effective (you still don't understand how or why to use this tool).

TOOL	RATING					AVERAGE	
	1	2	3	4	5		
ICSEA-C-Change	Presentation				13	10	4.43 (#23 skipped rating)
	Activity				14	9	4.39 (#23 skipped rating)
	+	<ul style="list-style-type: none"> <li>• New, creative way of seeing things</li> <li>• Provided a simple way to easily determine “what we needed to know”</li> <li>• Hands-on</li> <li>• Helped in identifying what elements are considered under Sensitivity, Exposure, and AC</li> <li>• All-encompassing tool (allusion to tool being integrated)</li> <li>• Activity was fun</li> <li>• Allows community participation</li> </ul>					
	Δ						

	<ul style="list-style-type: none"> <li>• Better facilitation during activity to minimize confusion</li> <li>• Need to emphasize thresholds</li> <li>• Need more time to process why there are (big) differences in scoring</li> </ul>
--	---

TOOL	RATING					AVERAGE	
	1	2	3	4	5		
<b>Benchmarks</b>	<i>Presentation</i>			1	12	8	<b>4.33</b> (#4, 6, 23 skipped rating)
	<i>Activity</i>			2	10	9	<b>4.33</b> (#4, 6, 23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Participatory</li> <li>• Good way to introduce existing issues in each specific site</li> </ul>						
	Δ Need to be clearer when explaining the tool						

TOOL	RATING					AVERAGE	
	1	2	3	4	5		
<b>Climate Information Brief</b>	<i>Presentation</i>		1		10	11	<b>4.41</b> (#16, 23 skipped rating)
	<i>Activity</i>		1		11	9	<b>4.33</b> (#4, 16, 23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Established basic climate information</li> <li>• Complex, but useful</li> </ul>						
	Δ Need to simplify more technical aspects of the content						

TOOL	RATING					AVERAGE	
	1	2	3	4	5		
<b>Coastline Mapping Exercise</b>	<i>Presentation</i>			1	10	12	<b>4.48</b> (#23 skipped rating)
	<i>Activity</i>			3	8	12	<b>4.39</b> (#23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Clear, easy to follow</li> <li>• Activity conducted outdoors</li> <li>• Suitable for sensitive beaches (turtle habitats and tourism areas)</li> </ul>						
	Δ Need for experts to further explain the method						

TOOL	RATING					AVERAGE	
	1	2	3	4	5		
<b>VA-LEAP</b>	<i>Presentation</i>				13	10	<b>4.43</b> (#23 skipped rating)
	<i>Activity</i>			1	13	9	<b>4.35</b> (#23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Participatory</li> <li>• Allows involvement of several sectors</li> <li>• *One participant mentioned a similarity between VA LEAP and the ICSEA-C-Change (Possible for two tools to be complementary)</li> </ul>						
	Δ More time for discussion						

TOOL	RATING					AVERAGE
	1	2	3	4	5	
<b>Coastal Integrity VA</b>	Presentation			8	15	<b>4.65</b> (#23 skipped rating)
	Activity		1	10	12	<b>4.48</b> (#23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Clear</li> <li>• Useful in current work; practical</li> <li>• Applicable to turtle-nesting beaches</li> <li>• Good delivery by resource person</li> </ul>					

TOOL	RATING					AVERAGE
	1	2	3	4	5	
<b>Fisheries VA (TURF)</b>	Presentation		1	9	13	<b>4.52</b> (#23 skipped rating)
	Activity		1	10	12	<b>4.48</b> (#23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Clear</li> <li>• Not too complicated</li> <li>• Existing background on fisheries may be applied when using this tool</li> </ul> Δ *Not relevant to current work					

TOOL	RATING					AVERAGE
	1	2	3	4	5	
<b>Beach Profiling (Emery Method)</b>	Presentation			8	15	<b>4.65</b> (#23 skipped rating)
	Activity			9	14	<b>4.61</b> (#23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Useful in actual work and as a teaching tool</li> <li>• Fun</li> <li>• Learned a lot</li> </ul> Δ Better to have more facilitators to assist during the field activity					

TOOL	RATING					AVERAGE
	1	2	3	4	5	
<b>Adaptation Quick Reference Guide</b>	Presentation			15	7	<b>4.32</b> (#21, 23 skipped rating)
	Activity			14	8	<b>4.36</b> (#21, 23 skipped rating)
	+ <ul style="list-style-type: none"> <li>• Good as “quick-glance” tool</li> <li>• Reliable guide</li> <li>• Introduces early adaptation measures to sites specifically</li> </ul>					

**General comments:**

+

Enough time for Q &amp; A

Δ

- Need more time to process activities that are technical and data-heavy
- Improve facilitation for more technical exercises

- Minimize noise, distractions, and side activities during exercises
- Evaluations/ assessments to be done after each session involving tools (while information is fresh in participants' minds; to give a fair evaluation)

10. *What did we do well and should repeat in future regional training courses?*

- **On entire training:**
  - The training itself should be repeated, but there should also be a follow-up course where participants of previous trainings can provide updates and feedback on site experience.
  - To stay abreast of updates and new information, a refresher course should also be convened.
- **Content**
  - Good presentations on interesting tools (The tools were perceived as important information. One participant particularly mentioned the CIVAT.)
  - Presentation of case studies
  - Presentation of examples of application of tools
  - Incorporation of field exercises
- **Course management**
  - Use of energizers to keep the participants interested
  - Session wrap-up by lead facilitator (provided a reiteration of concepts and activities encountered during the session)
  - Time management
  - Group exercises (reinforced key points from resource speakers)
  - Hands-on learning, participatory
  - Good combination of lectures and activities
- **Training team**
  - Great facilitators (The lead facilitator was also mentioned specifically)
  - Committed, well-coordinated, and consistently accomplished tasks
  - Responsive to participants' needs
- **Participants**  
Good mix of participants (on-site practitioners, LGU, academe, and NGAs; different backgrounds and interests)
- **Logistics**
  - Comfortable training venue
  - Sunday as an off day
- **Course materials**  
Suitable and enough copies were provided for everyone
- **Socials**  
Karaoke session

11. *What could we do better in future regional training courses such as this one?*

- **Course content**
  - It may be more helpful to introduce more new, simple tools and methods readily applicable on the ground.
  - More structured learning exercises (e.g. egg drop)
  - Inclusion of case studies from participating countries
  - Field exercises to be conducted in actual sites
- **Logistics/coordination**
  - Earlier notification re: selection of participants (Specific suggestion: at least two weeks before the event)
  - To invite more participants working at the provincial level
  - To consider weather when scheduling outdoor social activities, especially those for the evening

- **Course materials**
  - Provide step-by-step guide for desktop exercises
  - To simplify presentations: show more images rather than text
  - To share materials per day
  - Popularization of tools: collection of concepts and techniques into a manual or a guidebook
- **Course management**
  - To schedule a remedial session for participants who need further appreciation of the subject matter
  - To conduct a shorter training
  - To provide more time for plenary discussions
  - To provide more time to review and reflect on the tools
  - To engage particularly lively speakers

12. *How do you think you will use the CTI-CLAN?*

- **To provide feedback and share experiences from site-based work**
  - To provide feedback on implementation of adaptation plans in sites
  - To share lessons learned: What worked? What didn't work?
  - To learn how the (VA and adaptation) tools are being implemented in other sites (including those in other countries)
  - To learn best practices on CC adaptation
  - To exchange information and experiences across sectors
- **To use new information and updates from the CTI-CLAN in respective areas**
  - Re-echo to target stakeholders, including the LGU and other partners within the region of focus
  - Share updates from the larger regional network with the local network.
- **To be notified on updates regarding the tools, etc.**
  - To stay updated on the (VA and adaptation) tools and related publications
  - To keep updated on activities of other course participants; maintain network
- **To engage the network in implementing programs addressing climate change**
- **To engage the network in accelerating actions for adaptation**
- **To use information from the learning network in education**
  - To use information from network to start a program or initiate research for undergraduate dissertation
  - To enhance IEC with new information from network
- **On implications to local network**
  - Will provide an avenue for NGOs, ministries, and other government agencies to work more closely when conducting vulnerability assessment and implementing adaptation (using particularly the tools learned during the course)
- **To use CLAN as an example to improve own database (“data system”)**

13. *What is the best thing you learned in this course? How will you use it for your work?*

- Climate change concepts and projections
- Ocean dynamics in relation to ENSO and how these influence the local climate condition  
One participant expressed confidence at being able to share this information with the community
- Vulnerability assessment tools
  - CIVAT, in particular, was mentioned. One participant found that the tool was applicable within the ICM Framework and could be incorporated in corresponding plans of LGUs. Another recognized the value of the tool in preparing for adaptation planning.
  - Several participants acknowledged the value of the tools in their work, one mentioning that applying the tools will be included in their proposals.

- Participants appreciated the time taken to demonstrate proper use of the tools, including scoring with the rubrics.
- Knowing each of the tool's features will assist the participant in selecting which one/s to use in their sites
- One participant appreciated the integration of the LEAP VA and the Coastal VA Tools
- VA as an IEC tool
- Emery Method (beach profiling)  
The method was found to be handy and low-cost
- Vulnerability assessment helps identify adaptation strategies to address climate change
- Mainstreaming
- Drafting a CCA plan
- Training methods: Hopes and Fears session
- Sharing from other participants (networking)

14. On a scale of 1-10, with 10 being the best, what is your rating of this course? \_\_\_\_\_  
Average score: **8.76**

15. Please provide any future comments, suggestions, or ideas you may have.

- **Logistics**
  - Internet connection in all rooms
  - Provide faster laundry service
  - Provide daily transport to town centre
  - Provide telecommunications assistance
  - Better food combinations
- **Participants**
  - Invite more teachers: encourage them to incorporate CC and vulnerability concepts into their lessons; engage them in collecting VA data for the community
  - Invite decision-makers so they can better understand the needs for CCA
- **Presentations**
  - Shorter lectures that focus on a main idea
  - Modify text-heavy presentations
- **Resource speakers**
  - Experienced and could provide many examples
  - Able to answer questions from participants
- **Schedule and agenda**
  - For breaks to be on time
  - Allow participants to share their own work (a sharing session)
  - Remedial session for participants "left behind"
- **Application of learnings on the ground**
  - Local site visit
  - More field visits: application on the ground; longer time on the field
- **Future trainings**
  - Similar to this CCA course
  - GIS trainings
  - Refresher course
- **Other comments**
  - Participants recognize the value of staying in touch: learning adaptation best practices

- **Shorter evaluation**
- **Networking (learned from other participants as well)**
- **Materials:** better to have shared e-files per day

## ANNEX 8: Course Evaluation (Two-day Training of Trainers)

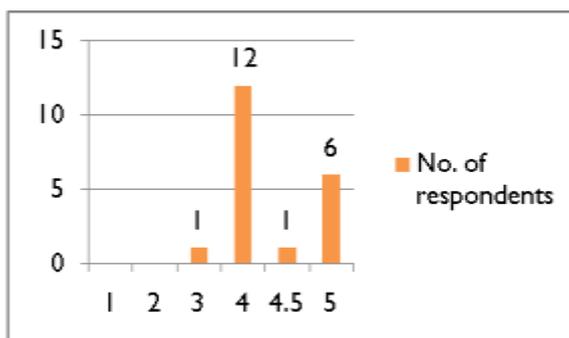
Rating was from 1-5, with 5 being very much/ high and 1 very little/ low. Respondents were asked to note their reasons for their ratings.

Number of evaluators: 20

1. To what extent did this course meet its objectives?

- a. Participants will be able to effectively communicate climate change related concepts and become familiar with different communication tools.

**SCORE: 4.28**



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- Communication concepts and tools were discussed clearly, and did not dwell too much on the technical content
- Participants feel able to communicate climate change adaptation, especially when combining communication skills with the new knowledge learned from the CCA course
- The more elaborate concepts were made easy to understand, allowing participants to construct a clear message for communication.

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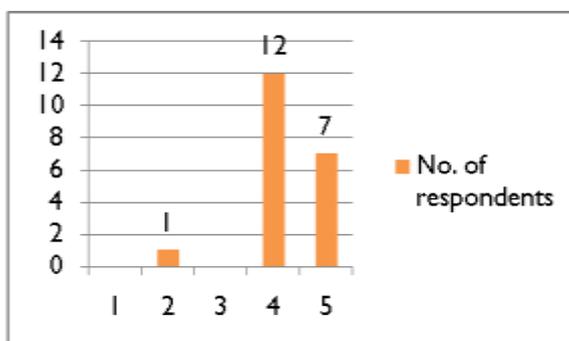
- Need for further review and reflection to increase skills level in terms of communication
- Need for more practice and familiarization of technical content to better communicate it

Other comment/s:

There was active participation by participants.

- b. Participants will be able to analyse the modules presented in the CCA course and prepare the materials for presentation in future trainings.

**SCORE: 4.25**



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- Resources in binder and on stick were found to be comprehensive, easily understood, and sufficient for future training preparations. On the other hand, participants understand that a level of effort will still have to be invested by the trainers when adopting these modules.

- Some participants noted that specific activities in the training may also be adopted for use in their sites.

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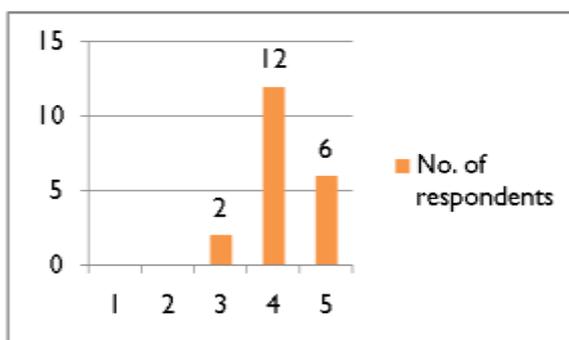
- More time is required to review all the modules used during the course.
- Step-by-step guides for each of the tools would be a helpful addition when conducting the sessions. These will also make it easier for the trainers themselves to understand the content.
- Some participants indicated a need for further assistance in handling the more technical modules.

*Other comment/s:*

The facilitators taught the modules in a manner easily understood by the participants.

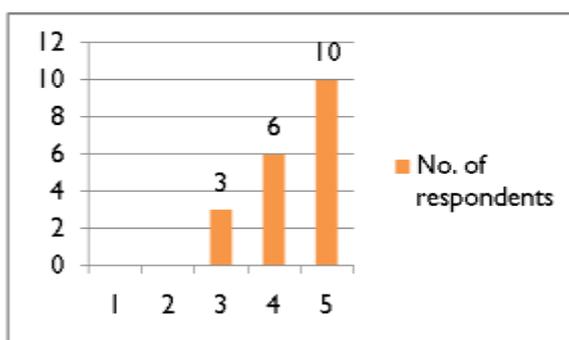
- c. *Participants will be able to create a draft communications and training plan for a future course that may include some, if not all, of the dimensions covered in this course.*

**SCORE: 4.20**



- Participants feel that the training plans drafted during the group exercises may already be used for actual trainings. Some mentioned that they intend to present these plans to their respective heads.
  - Some participants expressed that they may only cover tools they feel are applicable in their own sites.
  - Examples aided participants in drafting their communications plans.
  - The CTI-CLAN is looked to as a source of assistance in terms of drafting training and communications plans.
- d. *Participants will be able to form a core team of trainers across organizations that will support one another in the revision and delivery of a coastal climate change adaptation course after the training.*

**SCORE: 4.37**

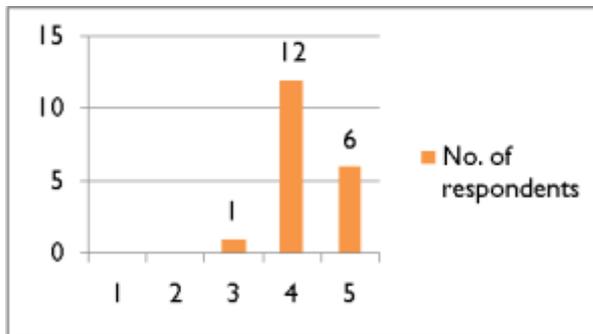


- Participants clearly articulated their commitment to the CTI-CLAN.
- Participants feel that the need to establish a network was well-emphasized during the training.
- Participants expressed that the common goal for the network, which is climate change adaptation, was highlighted well. They hope that the passion to reach this goal is sustained.
- Participants expanded their own networks by gaining new contacts from both Malaysia and the Philippines
- Participants working in government are concerned that their membership in the network may entail additional work. Nonetheless, they expressed that they will endeavour to participate.
- Trainers will be addressing different audiences, so there is a need for more strategic planning within the network.

- Participants suggested that a “milestone” be identified to allow training alumni to keep in touch and be apprised of each other’s work and possible avenues for collaboration.

2. *To what extent did the training-of-trainers (TOT) course meet your expectations? Why?*

**SCORE: 4.26**



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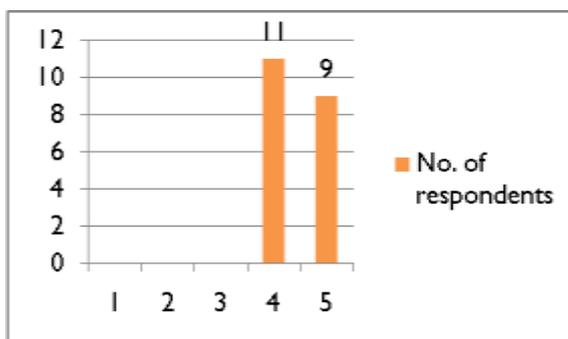
- Several participants expressed that the TOT exceeded their expectations.
- Participants said they learned techniques to sustain and grab participants’ attention.

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Some participants suggested a longer training duration to allow for reporting and discussion of group outputs, including local communication plans. In addition, there will be more time for communication skills development.

3. *How effective was the facilitation and management of the TOT? What would you want done differently?*

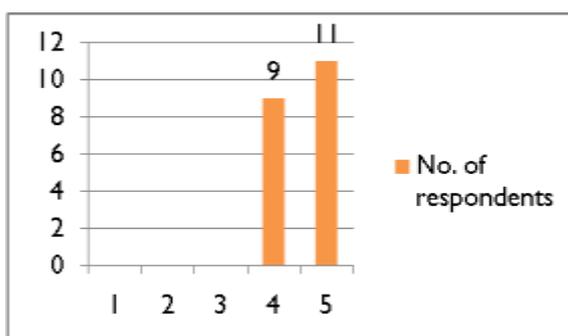
**SCORE: 4.45**



- Participants found the facilitators effective and very willing to assist participants.
- Some participants felt that the facilitation was effective because it was sustained throughout the training. Others acknowledged that it was important to maintain the energy level in the room.
- Most participants agreed that time was well-managed, some saying that it encouraged them to think fast on their feet. On the other hand, others would have liked more time for discussions.

4. *How useful were the activities to draft your future course plan? What would you want done differently?*

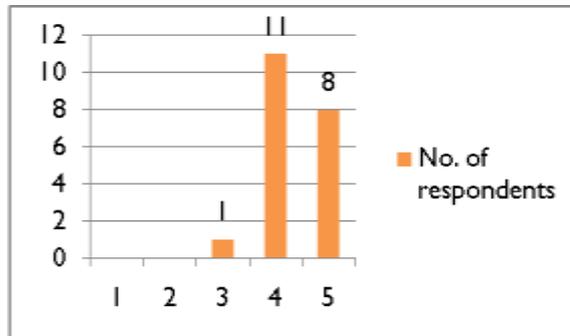
**SCORE: 4.55**



Participants found the activities useful, because they provided sufficient guidance and were applicable to their current work.

5. *How useful were the practice sessions? What would you want done differently?*

**SCORE: 4.35**



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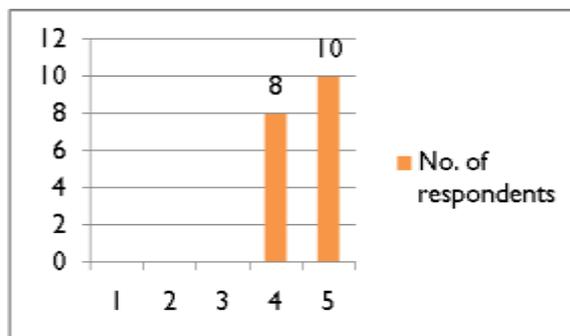
- Some participants said they gained a better understanding of the functions of a communications plan through the practice sessions.

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- Participants generally thought the practice sessions to be useful, but some mentioned that they could get tedious.
- Some participants suggested that other output formats be used besides matrices.
- Some participants requested more time for these exercises
- Some participants emphasized the need for clearer instructions, pointing out that the steps in preparing their output should be reinforced.

6. *How useful was it to work in your priority site teams to develop curriculum? What would you want done differently?*

**SCORE: 4.56**



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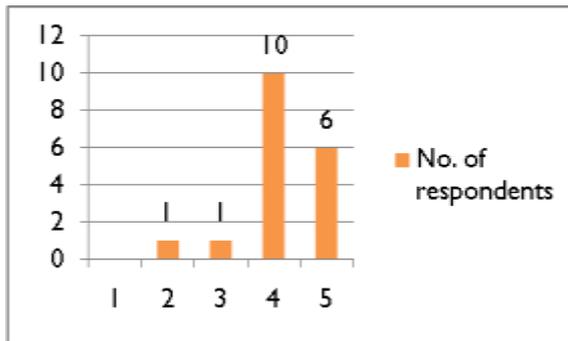
- Some participants expressed that working in their site teams developed a feeling of solidarity.
- Some participants felt they were able to enhance their outputs by coordinating with the LGU (particularly mentioned was the PGENRO).
- Some participants observed that the process of developing a curriculum does not appear to be prescriptive, so it is possible to be flexible when adopting one for a specific site.
- Participants working in NGAs said they were able to gain useful insights from local practitioners, and that they would report these back to their respective supervisors.
- Some participants appreciated that key aspects in developing a curriculum were outlined. This made it easier for them to develop their draft.

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Some participants commented that the work could be completed more quickly by consolidating the output for different modules, but still maintaining the level of quality.

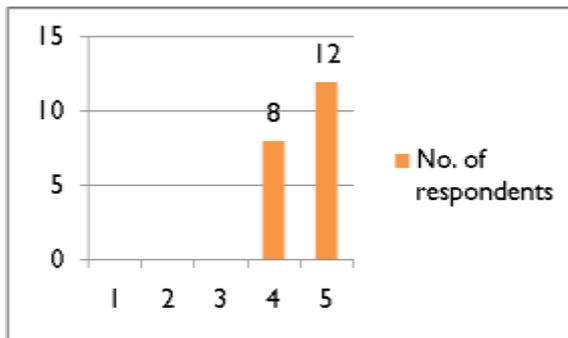
7. *How appropriate was the length of the TOT—too long, too short, or just right?*

**SCORE: 4.17**



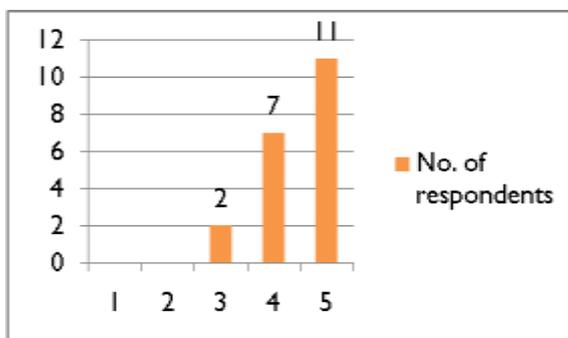
- Some participants felt that the length of the TOT was just right, but many of them expressed that it was too short. There were various suggestions to lengthen it, from adding a half day to extending it to a full four days.
  - Some participants also suggested a different schedule for the TOT. These participants felt that, because the TOT was scheduled for the last days of the course, participants were anxious to get home and were not focused.
8. *How appropriate was the amount and relevance of information provided? (binder, presentations, e-files)*

**SCORE: 4.60**



- Participants generally found the resources provided to be very relevant, and that they were comprehensive enough to address remaining queries.
  - Participants were interested in acquiring a list of ice breakers they could use in their own trainings, some mentioning acquiring a photocopy of William's training book.
9. *Did we provide enough opportunity for participant discussion, questions and participation (use of time)?*

**SCORE: 4.45**



Many participants felt that more time could have been allotted for group and plenary discussions.

10. *What did we do well and should repeat in future TOT courses?*

- Participants found that many of the topics, including those on drafting a communications plan, a training course curriculum, and a session plan, were handled well and should be repeated in future courses. Many participants were also pleased to learn about using the message box for communicating CC concepts.
- Other than content, the participants also mentioned the following as notable aspects of the training:
  - Facilitation (Some participants mentioned that the facilitators were firm, but approachable. Others commented that facilitation was effective and dynamic. There was also further mention of time being efficiently managed.)
  - Speakers
  - Participatory nature of the course (Participants appreciated the group discussions and practice sessions, as well as the wrap-up activities where output was discussed.)
  - Resources and guides for planning future trainings
  - Adequate time for comments and feedback
  - Exercises that produce immediately doable plans
- Participants generally agree that it would be pertinent to repeat the training as a whole.

*11. What could we do better in future TOTs such as this one?*

- Participants enumerated the following points for improvement in future trainings:
  - To provide more examples in discussions
  - To include more hands-on activities, including role-playing and other games, to practice communications skills
  - To have a more detailed session on the preparation of modules and session plans
  - To dedicate a session to Training Needs Assessment tools (or perception/ awareness level survey)
  - To be more strict (perhaps with the more restless participants?)
  - To allow more time to complete group activities
  - To better organize printed resources: clearer binder markers and an outline of all references
  - To plan for a field exercise
- Participants also hope that future trainings will include updates and innovations on training practices and communications tools.

*12. What is the best thing you learned in the TOT? How will you use it for your work?*

Participants enumerated the following as the best thing(s) they learned in the TOT:

- Elements of communication
- Principles of adult learning, including the difference between pedagogy and andragogy
- Development of a communications plan, including formulating appropriate objectives for a communications strategy
- Development of a training plan (Some participants mentioned working on a plan specifically for site-based practitioners. One participant shared that they are waiting for the approval of a proposal that will allow them to conduct a CCA training in Romblon.)
- Various communications tools and approaches, including the message box and using flipcharts

*13. On a scale of 1-10, with 10 being the best, what is your rating of this course?*

**SCORE: 8.7**

*14. Please provide any future comments, suggestions, or ideas you may have.*

Participants from the LGUs indicated a need for funding assistance to be able to conduct a similar TOT.